

**CURRICULUM
LOCATION**

WBL TOOLS

**WBL
CURRICULUM
PLUGINS**

TEAM

?

The screenshot shows the ctYOU.org website. At the top, there's a navigation bar with links like Home, Getting Started, Request a Course Site, How to Moodle, Division Contacts, and FAQs. Below this is a large banner for "CAREERTECH" with the tagline "Where your future begins" and an image of two students looking at documents. The ctYOU.org logo is visible. Below the banner, there's a section titled "WBL CURRICULUM PLUG" in large, stylized letters. To the left of this section is a "Log in" button and a small image of a person working. To the right is a "Free Teacher Resources" section with a list of links: BMITE Teacher Resources, Health, Moodle training packets, STEM Middle School Unplugged Activities, STEM High School Unplugged Activities, and STEM Resources by Subject. Below the "Log in" button, there's a link to "Intro to CareerTech: A Brief History, a FREE online course" with a brief description and a note about logging in.

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CAREERTECH

Where your future begins

ctYOU.org

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Free Teacher Resources

See each site for the guest access key. These sites are updated regularly.

- BMITE Teacher Resources
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Intro to CareerTech: A Brief History, a FREE online course

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Already logged in to ctYOU.org? Click this link and here in the self-enrollment key provided in the course description.

END OF THE YEAR
JOIN US IN STILLWATER FOR IN-PERSON TRAINING

OK DEPARTMENT OF CAREERTECH
1500 WEST 7TH AVENUE
STILLWATER, OK 74074

Please select a training date and time:

Galaxy	Tuesday, May 23rd 10:00 -11:00am	Register Here
OKCareerGuide	Tuesday, May 23rd 1:00 -3:00pm	Register Here
OKCareerGuide	Wednesdy, May 24th 10:00am -12:00pm	Register Here
Galaxy	Wednesday, May 24th 1:00 - 2:00pm	Register Here

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OKCAREERGUIDE TEAM



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**ALL OF OUR SUPPORT MATERIALS
ARE LOCATED AT CTYOU.ORG**

LOGIN

GRADE 6-12

LOCATE PAGE

**COURSES/
PAGES**

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[Home](#) [Getting Started](#) [Request a Course Site](#) [How to Moodle](#) [Division Contacts](#) [FAQs](#)

You are currently using guest access ([Log in](#))



[Log in](#)



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**COURSES/
PAGES**

SCROLL DOWN TO FIND COUNSELING AND CAREER DEVELOPMENT



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Already logged in to ctYOU.org? Click [this link](#), and type in the self-enrollment key provided in the course description.

FREE DOWNLOADABLE BOOK:

Developing Modules for Self-Paced Learning: A Handbook for Teachers

This handbook offers a framework for teachers who develop self-paced learning modules for their CareerTech courses. Topics include accessibility, copyright and fair use, organization, planning, grading rubrics, testing, and more. Useful profiles, guidelines, and checklists help you create an effective self-paced learning module in either digital or print format. [Download your FREE copy today!](#)



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- [ADULT CAREER DEVELOPMENT](#) (1)
- [AGRICULTURE](#) (10)
- [BIS](#)
- [BMITE](#) (2)
- [BOARD OF TESTS](#)
- [Counseling and Career Development](#) (2)
- [CENTERS OF WORKFORCE EXCELLENCE](#) (1)
- [COMMUNICATIONS & MARKETING](#) (1)



- ▶ AGRICULTURE₍₁₀₎
- ▶ BIS
- ▶ BMITE₍₂₎
- ▶ BOARD OF TESTS
- ▶ Counseling and Career Development₍₂₎
- ▶ CENTERS OF WORKFORCE EXCELLENCE₍₁₎
- ▶ COMMUNICATIONS & MARKETING₍₁₎

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Home / Courses / Counseling and Career Development

Course categories: Counseling and Career Development

Search courses [Go](#) 

Available courses

OKCareerGuide Curriculum	Category: Counseling and Career Development	
Galaxy Curriculum	Category: Counseling and Career Development	

Available courses

OKCareerGuide Curriculum

Galaxy Curriculum

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**COURSES/
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HIGH SCHOOL CURRICULUM

OKCareerGuide Curriculum

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High School Curriculum

9th Grade ICAP Curriculum

[Mark as done](#)

10th Grade ICAP Curriculum

[Mark as done](#)

11th Grade ICAP Curriculum

[Mark as done](#)

12th Grade ICAP Curriculum

[Mark as done](#)

Direct Your Future and Kuder Curriculum

[Mark as done](#)

Additional Resources and Best Practices

[Mark as done](#)

ICAP Cluster Icons and SDE Support Materials

[Mark as done](#)

Work-Based Learning Toolkits

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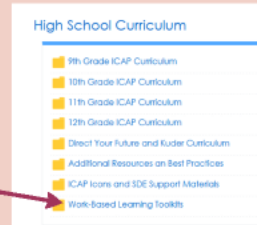
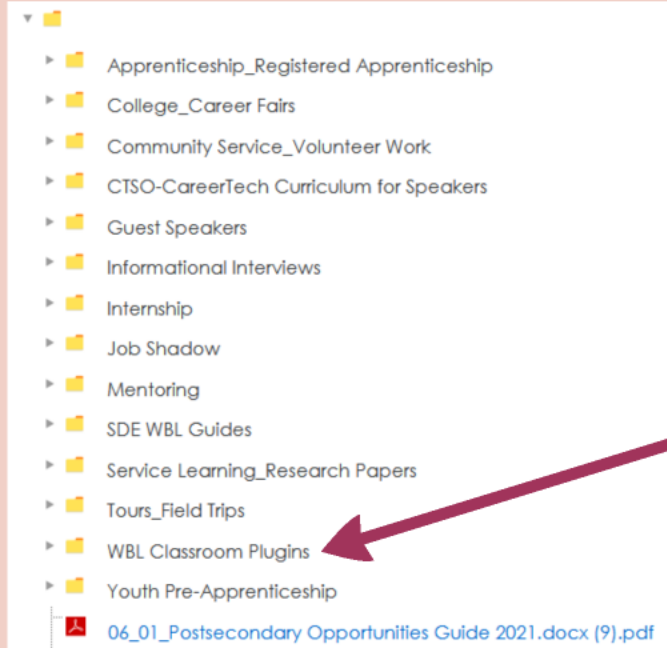
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WORK-BASED LEARNING TOOLKIT



Work-Based Learning Toolkits

Toolkit Timeline Use

WORK-BASED LEARNING		9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE	13 th GRADE	14 th GRADE	15 th GRADE	TOOLKIT
COMPLETION CRITERIA									
WBL Awareness	Tours/Field Trips	✓	✓	✓	✓	✓			✓
	Guest Speakers	✓	✓	✓	✓				✓
	Career Exploration Days/Fairs			✓	✓				✓
	Interviews			✓	✓	✓			✓
	Mentoring		✓	✓	✓	✓			✓
WBL Exploration	Service Learning/Research Papers	✓	✓	✓	✓	✓	✓		✓
	Community Service/Volunteer Work	✓	✓	✓	✓	✓	✓	✓	✓
	Job Shadow			✓	✓	✓			✓
WBL Preparation	Internship					✓	✓		✓
	Pre-Apprenticeship/ Youth Apprenticeship					✓	✓	✓	✓
	Apprenticeship							✓	✓

Toolkits contain the following elements:








- Introduction
- Overview
- Checklist for teacher, student and workplace partner
- Before the WBL project
- During the WBL project
- After the WBL project
- Tools/fact sheets/resources
- Personalizable tools

The guide is in a PDF format that has linked table of content for quick access to materials. The guide also contains all the tools; however the tools have also been made into separate PDFs that are fillable forms.

High School Curriculum

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- Direct Your Future and Kuder Curriculum
- Additional Resources an Best Practices
- ICAP Icons and SDE Support Materials
- Work-Based Learning Toolkits



- ▼ 
- ▶  Apprenticeship_Registered Apprenticeship
- ▶  College_Career Fairs
- ▶  Community Service_Volunteer Work
- ▶  CTSO-CareerTech Curriculum for Speakers
- ▶  Guest Speakers
- ▶  Informational Interviews
- ▶  Internship
- ▶  Job Shadow
- ▶  Mentoring
- ▶  SDE WBL Guides
- ▶  Service Learning_Research Papers
- ▶  Tours_Field Trips
- ▶  WBL Classroom Plugins
- ▶  Youth Pre-Apprenticeship
- ▶  06_01_Postsecondary Opportunities Guide 2021.docx (9).pdf



Work-Based Learning Toolkits

Toolkit Timeline Use

WORK-BASED LEARNING				6	7	8	9	10	11	12	13	TOOLKITS
COMPLETION CRITERIA												
WBL Preparation	WBL Awareness	Tours/Field Trips		✓	✓	✓	✓	✓				■
		Guest Speakers		✓	✓	✓	✓					■
		Career Exploration Days/Fairs				✓	✓	✓				■
		Interviews				✓	✓	✓				■
		Mentoring			✓	✓	✓	✓	✓			■
		Service Learning/Research Papers		✓	✓	✓	✓	✓	✓	✓		■
	WBL Exploration	Community Service/Volunteer Work		✓	✓	✓	✓	✓	✓	✓	✓	■
		Job Shadow				✓	✓	✓				■
		Internship							✓	✓		■
		Pre-Apprenticeship/ Youth Apprenticeship						✓	✓	✓	✓	■
		Apprenticeship								✓	✓	■

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Project-based
Learning



Work-Based Learning Continuum

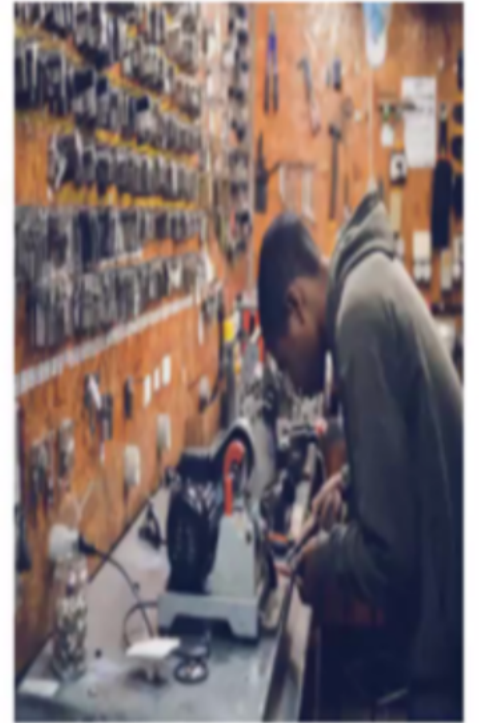
Career Fairs

Job
Shadowing

Mentorships

Internships &
Apprenticeships

Project-based
Learning





Powering Oklahoma's Economy

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Work-Based Learning

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[Implementing WBL](#)

[Child Labor Laws](#)

[WBL: Myths vs. Facts](#)

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Work-Based Learning



WBL Work-Based Learning

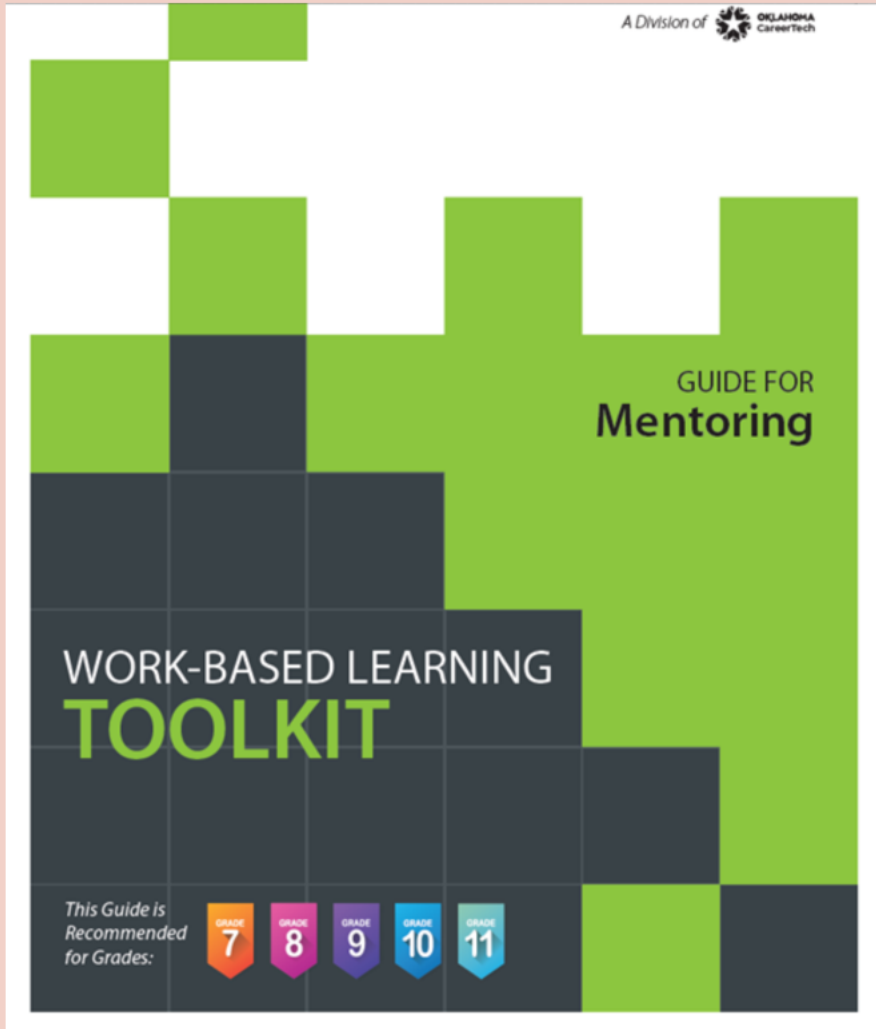
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ICAP - WBL I

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WHAT IS IN A KIT?



- Each toolkit has a guide that has a linked table of contents and a linked Tools table of contents.


WORK-BASED LEARNING TOOLKIT

*This Guide is
Recommended
for Grades:*



WORK-BASED LEARNING TOOLKIT

- An Overview of the WBL toolkit gives introduction to what the WBL activity is and how it will benefit the student.
- The tool kits were written for those that have not ever done WBL Activities.



OVERVIEW for Mentoring

Definition

Mentoring is one component of work-based learning. Is a career Awareness and exploration activity in which the student is matched one-to-one with an adult professional in a chosen field of interest to explore a career and related issues. The career mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education. This mentoring can take place in conjunction with an activity that a club or student organization is sponsoring. It may also take place within a class where the student may be working on a capstone project.

Rationale

Mentoring provides an avenue for developing voluntary partnerships between employers and schools. Mentoring also gives the mentor an opportunity to have a positive influence on the development of a young person. Above all, a mentoring experience provides young people with someone to look to for support and guidance while facing the challenges of growing into adulthood.

Student Benefits

- It offers career awareness and exploration opportunities firsthand about a chosen profession.
- It immerses the student in the higher order thought process of the profession and helps students see the importance of developing good work ethics and having positive self-esteem.
- It forms a partnership among students, schools and volunteers from business and industry.
- It requires a strong commitment from both parties to listen, share, respect and trust the other party's concerns and comments.
- It is an opportunity for students to develop leadership skills.

Mentoring Benefits

- It forms a partnership among students, schools and volunteers from business and industry.
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- It is an opportunity for individuals to have a positive influence on the youth of today.

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CHECK LIST FOR WORKPLACE PARTNER, TEACHER AND STUDENT

WORKPLACE PARTNERS CHECKLIST for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

Before the Mentoring

- ☐ Register on **Connect 2 Business** to promote all work-based learning opportunities at your workplace. <https://okcg-c2b.kuder.com/>
- ☐ Let the teacher know the identity of the main contact, emergency phone numbers and email at the workplace and the best place for parking and building entry procedure.
- ☐ Consider a live or virtual tour for mentee(s) to explore all careers of the industry.
- ☐ Determine a structure, time and location that will work best for mentoring.
- ☐ Consider how employees with different levels of responsibility might mentor students.

During the Mentoring

- ☐ Make sure mentors are aware of any time constraints if they are mentoring at school location

After the Mentoring

- ☐ Complete and return the **Mentor Evaluation**.

STUDENT

TEACHER CHECKLIST for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps defined in this guide.

Before the Mentoring

- ☐ Establish goals for the mentoring program, deciding which curricula/programs can benefit most.
- ☐ Establish procedures to be followed for the mentoring sessions.
- ☐ Select appropriate businesses that support the curriculum and students ICAPs.
- ☐ Confirm logistics, if at worksite make student aware of workplace standards.
- ☐ Collect signed **Student Applications for Mentoring** forms.
- ☐ Inform mentors about expectations for the mentoring session.
- ☐ Prepare students to maximize their learning during the mentoring session. Help them prepare questions to ask and find information they want to know that will help them with curriculum, projects or competitions.

During the Mentoring

- ☐ Make sure student(s) have the questions they prepared to ask and response paper.
- ☐ Make sure classroom is ready for the mentor to work with student(s).
- ☐ Facilitate meeting between the mentor and student(s).
- ☐ Watch the time to keep student(s) and mentor on track and making good use of time.

After the Mentoring

- ☐ Provide individual and group reflection exercises.
- ☐ Help student(s) make the connection between academics and the workplace.
- ☐ Have student(s) write thank-you notes to mentor. Support students in determining the next step in learning about careers and their ICAPs.
- ☐ Use employer and student feedback to make continuous improvement.
- ☐ This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.

STUDENT CHECKLIST for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

Before the Mentoring

- ☐ Research a company or organization that could do mentoring.
- ☐ Assess how an industry mentor can support your ICAP goals and or project completion.
- ☐ Discuss with teacher when the mentoring will best support curriculum/project outcomes.
- ☐ Get the **Student Application for Mentoring** form signed.
- ☐ Turn in signed **Student Application for Mentoring** form.
- ☐ Develop questions about the curriculum, project or competition to discuss how industrial experience can improve what you are doing or how it applies to real life.
- ☐ Make sure you know when and where the mentoring will take place. If it is off campus make sure to arrange transportation, adult sponsor and any other industry workplace standards.
- ☐ Attend the training and orientation session.

During the Mentoring

- ☐ Arrive early for mentoring session.
- ☐ If mentoring involves a team make sure all have arrived along with the instructor.
- ☐ Use your prearranged questions and any manipulatives that you have and on which you are seeking expert advice. Take notes to document experience.
- ☐ Listen carefully as other students are asking questions so as not to repeat them.

After the Mentoring

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you apply what you learned from the mentoring experience.
- ☐ Write thank-you note to the mentor. Electronic methods are acceptable.
- ☐ Complete a **Student Mentoring Evaluation**.



WORKPLACE PARTNERS CHECKLIST

for Mentoring

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- ☐ Consider how employees with different levels of responsibility might mentor students.

During the Mentoring

- ☐ Make sure mentors are aware of any time constraints if they are mentoring at school location

After the Mentoring

- ☐ Complete and return the **Mentor Evaluation**.

\$7



TEACH

for Mentoring

Use this checklist defined in this

Before the Mentoring

- ☐ Establish goals for the mentorship most.
- ☐ Establish procedures to be followed.
- ☐ Select appropriate businesses.
- ☐ Confirm logistics, if at worksite.
- ☐ Collect signed **Student Application**.
- ☐ Inform mentors about expectations.
- ☐ Prepare students to maximize questions to ask and find information projects or competitions.

During the Mentoring

- ☐ Make sure student(s) have the necessary materials.
- ☐ Make sure classroom is ready.

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- ☐ Make sure student(s) have the questions they prepared to ask and response paper.
- ☐ Make sure classroom is ready for the mentor to work with student(s).
- ☐ Facilitate meeting between the mentor and student(s).
- ☐ Watch the time to keep student(s) and mentor on track and making good use of time.

After the Mentoring

- ☐ Provide individual and group reflection exercises.
- ☐ Help student(s) make the connection between academics and the workplace.
- ☐ Have student(s) write thank-you notes to mentor. Support students in determining the next step in learning about careers and their ICAPs.
- ☐ Use employer and student feedback to make continuous improvement.
- ☐ This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.

Before the Mentoring

- ☐ Research a company or organization that
- ☐ Assess how an industry mentor can support
- ☐ Discuss with teacher when the mentoring
- ☐ Get the **Student Application for Mentoring**
- ☐ Turn in signed **Student Application for Mentoring**
- ☐ Develop questions about the curriculum, experience can improve what you are doing
- ☐ Make sure you know when and where the worksite is to arrange transportation, adult sponsor
- ☐ Attend the training and orientation session

During the Mentoring

- ☐ Arrive early for mentoring session.
- ☐ If mentoring involves a team make sure all team members are prepared
- ☐ Use your prearranged questions and any other information to seek expert advice. Take notes to document
- ☐ Listen carefully as other students are asking questions

After the Mentoring

- ☐ Use your notes for individual and group reflection
- ☐ Participate in classroom activities that will reinforce the mentoring experience.
- ☐ Write thank-you note to the mentor. Elect a student to write the thank-you note.
- ☐ Complete a **Student Mentoring Evaluation**

Use this checklist as a quick reference to ensure you have completed all the steps

Identify which curricula/programs can benefit

from mentoring sessions.

Identify curriculum and students ICAPs.

Identify the level of workplace standards.

Identify the forms.

Identify the mentoring session.

Prepare for the mentoring session. Help them prepare

to know that will help them with curriculum,

Prepare a list of questions to ask and response paper.

Work with student(s).

Identify the student(s).

Track and making good use of time.

Identify the academics and the workplace.

Support students in determining the

STUDENT CHECKLIST

for Mentoring

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful mentorship.

Before the Mentoring

- ☐ Research a company or organization that could do mentoring.
- ☐ Assess how an industry mentor can support your ICAP goals and or project completion.
- ☐ Discuss with teacher when the mentoring will best support curriculum/project outcomes.
- ☐ Get the **Student Application for Mentoring** form signed.
- ☐ Turn in signed **Student Application for Mentoring** form.
- ☐ Develop questions about the curriculum, project or competition to discuss how industrial experience can improve what you are doing or how it applies to real life.
- ☐ Make sure you know when and where the mentoring will take place. If it is off campus make sure to arrange transportation, adult sponsor and any other industry workplace standards.
- ☐ Attend the training and orientation session.

During the Mentoring

- ☐ Arrive early for mentoring session.
- ☐ If mentoring involves a team make sure all have arrived along with the instructor.
- ☐ Use your prearranged questions and any manipulatives that you have and on which you are seeking expert advice. Take notes to document experience.
- ☐ Listen carefully as other students are asking questions so as not to repeat them.

After the Mentoring

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you apply what you learned from the mentoring experience.
- ☐ Write thank-you note to the mentor. Electronic methods are acceptable.
- ☐ Complete a **Student Mentoring Evaluation**.



BEFORE Mentoring

Steps for Implementing a Mentoring Program

1. Discuss and identify the opportunities of the mentoring program.
2. Discuss and identify where and when the mentoring will take place (e.g., school/off campus).
3. Develop application materials for interested students and mentors.
4. Develop selection criteria for both students and mentors.
5. Develop an evaluation form to monitor success of the program.
6. Recruit students (in collaboration with their parents) and mentors to participate in the program.
7. Select the teacher(s)/other personnel who will be working with the mentoring program in the school system.
8. Select the individuals (students and mentors) who will be participating in the mentoring program.
9. Match the students with compatible mentors based on career interests.
10. Conduct a training and orientation session for mentors, students and school staff involved in the mentoring program.
 - a. **School Staff:** In these sessions, review the following:
 - i. Goals of the program.
 - ii. Procedures to be followed for the mentoring sessions based on site-based policies.
 - iii. Evaluation procedure.
 - iv. Expectations for staff members.
 - v. Safety procedures.
 - b. **Mentors:** In these sessions, review the following:
 - i. Goals of the program.
 - ii. Procedures to be followed for mentoring sessions.
 - iii. Basic information about the school and the school routine such as beginning and ending time, days off and school sign in and out policy.
 - iv. Evaluation procedure.
 - v. Expectations for mentors involved in the program.
 - vi. Information on school resources, cultural sensitivity, profile of students, liability, safety, etc.
 - c. **Students:** In these sessions, review the following:
 - i. Expectations.
 - ii. Proper dress.
 - iii. Careers relating to mentoring experience.
 - iv. Basic safety practices/procedures.
 - v. Evaluation procedures.
 - vi. Transportation for off-campus sessions.



DURING Mentoring

WBL Coordinator

The coordinator should be involved in structuring the following activities:

- Communicate with members.
- Track student hours.
- Evaluate student progress.
- Conduct progress conferences.

Student

The students should be involved in the following activities:

- Participate in progress conferences.
- Reflect on the connection between what has been learned at school and at the workplace.
- Comply with all workplace rules and exercise workplace readiness skills.
- Record observations of the career and workplace.
- Document WBL hours.

Employer/Mentor

The employer / mentor should be involved in the following activities:

- Coordinate and communicate with WBL coordinator.
- Evaluate student-mentee progress.
- Participate in progress conferences.



AFTER Mentoring

WBL Coordinator

- Collect documentation and submit reports as required.

Student

- Complete feedback and reflection assignments.

Employer/Mentor

- Complete feedback and evaluation forms.

BEFORE, DURING AND AFTER SECTIONS



BEFORE Mentoring

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TOOLS



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The Tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The Tools themselves are fillable form that can be extracted from the document to be uploaded to other sources to be filled out by students and workplace partners.



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COMMON ITEMS IN TOOLS

- Checklist: Teacher, Student and Workplace partner.
 - Evaluations: Teacher, Student and Workplace partner
 - Application/permission forms
 - Data collection and activity forms
-
- The more involved the WBL activity the more tools that can be found in the toolkit.

**CURRICULUM
LOCATION**

WBL TOOLS

**WBL
CURRICULUM
PLUGINS**

TEAM

?

The screenshot shows the ctYOU.org website. At the top, there's a navigation bar with links like Home, Getting Started, Request a Course Site, How to Moodle, Division Contacts, and FAQs. Below this is a large banner for CareerTech with the text "Where your future begins" and an image of two women looking at documents. The main heading "WBL CURRICULUM PLUG" is prominently displayed in the center. To the left of this heading is a "Log in" button and a small image of a person working. Below the heading is a section titled "Intro to CareerTech: A Brief History, a FREE online course" with a brief description and a link to log in. To the right of the heading is a section titled "Free Teacher Resources" with a list of links including BMITE Teacher Resources, Health, Moodle training packets, STEM Middle School Unplugged Activities, STEM High School Unplugged Activities, and STEM Resources by Subject.

CAREERTECH
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ctYOU.org

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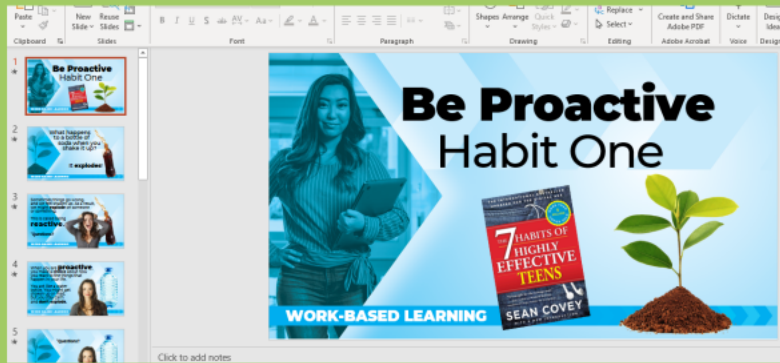
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CURRENT PLUGINS AVAILABLE

- 7 Habits - Get in the Habit
- 7 Habits - Habit 1 Be Proactive
- 7 Habits - Habit 2 Begin with the end in Mind
- 7 Habits - Paradigms and Principles - Conflict Resolution
- 7 Habits - Personal Bank Account
- Choose your Attitude



WHAT DOES A PLUGIN INCLUDE

BE PROACTIVE

Name _____ Date _____

7 HABITS OF HIGHLY EFFECTIVE TEENS WORKSHEET
Habit One: Be Proactive

Proactive language gives you back the control.
 You are free to choose who is in control of what you say and do (YOU!).

So what is proactive behavior? **Proactive behavior** includes language such as the following:

- I'm sorry. I didn't mean that.
- I'll get right on that.
- I'm not really interested, but thank you.
- I am sure we can think of a third alternative.
- I can.

Reactive behavior includes language such as the following:

- It's your fault.
- If only...
- I just can't decide.
- That's not fair.
- That's just the way I am.

I tend to be the most reactive (when and where?): _____

BE PROACTIVE

Tips on How to Be Proactive

Here are some tips that can help you become more proactive.

KEEP A CALENDAR OF UPCOMING ACTIVITIES

Meetings, gatherings, special events, tasks and examinations are always flying around; they take up your time even before the week begins. So how do you keep track of everything? Keeping a calendar is an easy way to improve your time management. Knowing and planning for deadlines will help you avoid missing meetings and pulling all-nighters completing projects.

MAKE TO-DO LISTS

You establish commitment for yourself when you put things down on a to-do list. Also, anything you jot down stays with you longer than something you type on the computer or smartphone. To-do lists can serve as a reference point to help you get through your day.

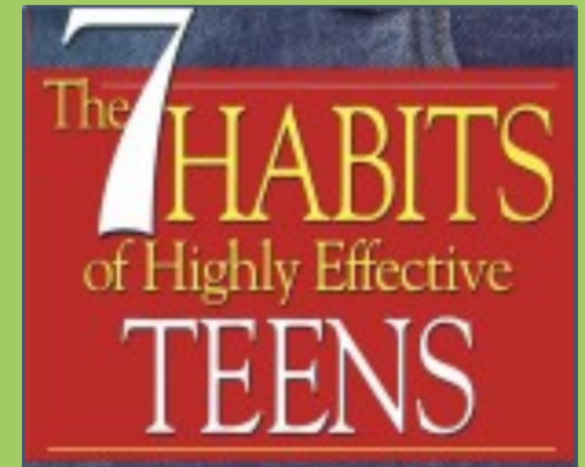
OKLAHOMA CareerTech | CCD Counseling and Career Development

OKCareerGuide | kuder galaxy

WORK-BASED LEARNING LESSON PLAN

Be Proactive

This lesson uses the book "The 7 Habits of Highly Effective Teens." To effectively use this lesson, you will need to have a copy of the book for each student to use.



WORK-BASED LEARNING LESSON PLAN



This lesson uses the book "The 7 Habits of Highly Effective Teens." To effectively



PLU

Paste

New Slide

Reuse Slides

Clipboard

Slides

B

I

U

S

AV

Aa

Font

Paragraph

Shapes

Arrange

Quick Styles

Drawing

Replace

Select

Editing

Create and Share

Adobe PDF

Adobe Acrobat

Dictate


Voice

Design Ideas

Design

1


★



Be Proactive
Habit One

2


★



What happens to a bottle of soda when you shake it up?
It explodes!

3


★



Sometimes things go wrong, and we feel shaken up. As a result, we might **explode** on someone or something.
This is called being **reactive**.

4

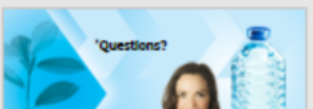
★




When you are **proactive**, you make a choice about how you react to the things that happen in your life.
You act like a water bottle. You might get shaken up or mad, but you stay calm and **don't explode**.

5

★



Questions?



Be Proactive Habit One

WORK-BASED LEARNING

THE INTERNATIONAL BESTSELLER
UPDATED FOR THE DIGITAL AGE
**THE 7 HABITS OF
HIGHLY
EFFECTIVE
TEENS**
SEAN COVEY
WITH A NEW INTRODUCTION

Click to add notes



Name

Date

7 HABITS OF HIGHLY EFFECTIVE TEENS WORKSHEET

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WHILE SOME OF THE PLUGINS USE THE 7 HABITS BOOK, EVERY PLUGIN STANDS ON IT'S OWN AS A LESSON.

- Lessons are based on 45 minute class periods.
- The lesson plans gives you an estimate of how many class periods it will take to cover the topic. [varies by students and class size]
- Most of the lessons are made so that they could be used as learning modules for one or a few students.
- Most lessons will have an extension activity that is above and beyond the lesson.
- As with all curriculum located on Ctyou.org once you download, it becomes your to use and do with it as you please.

PLUGIN THAT ARE IN THE PIPELINE BEING FINISHED

- 7 Habits - Habit 3 Put First Things First
- 7 Habits - Habit 4 Think Win-Win
- 7 Habits - Habit 5 Seek First to Understand, Then to Be Understood
- 7 Habits - The Relationship Bank Account
- Work Ethics

PLUGIN THAT ARE STILL IN THE CREATION STAGE

- Career Investigation
- Dress for Success
- Formulate a Career Plan
- Job Application
- Team Work
- True Colors
- Language at Work
- 7 Habits - Habit 6 Synergize
- 7 Habits - Habit 7 Sharpen the Saw
- 7 Habits - Keep Hope Alive

CURRICULUM
LOCATION

WBL TOOLS

WBL
CURRICULUM
PLUGINS

?

TEAM

File Edit View History Bookmarks Tools Help

Career Opportunities-State Ag... Dashboard | Prezi Support Materials for ICAP and... ctYOU.org

https://ctyou.org prez! presentation

Galaxy ORCG C2B VIS AG AET Ag Explorer Oracle | PeopleSoft T... Office 365 sign in CT Phone list by Divis... CT Phone list by Name Most Visited

Home Getting Started Request a Course Site How to Moodle Division Contacts FAQs You are not logged in. (Log In)

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Questions?
Concerns!
Snide Remarks.

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